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THE EFFECTS OF GENDER ON PRESERVICE TEACHERS'
MOTIVATION ON TEACHING PHYSICAL EDUCATION

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education:
Kinesiology

by
Kentaro Kajiyama

March 2006

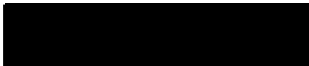
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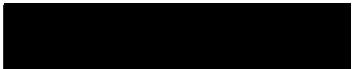
March 2006

Approved by:



Hosung So, First Reader

03/17/2006
Date



Linda Wilkin, Second Reader

ABSTRACT

The purpose of this study was to examine the effect of gender and academic achievement on motivation for teaching in physical education. A total of 57 (Female = 33; Male = 24) preservice teachers, randomly selected from a Physical Education Teacher Education (PETE) program participated in this study. To collect data on teacher motivation for teaching in physical education and demographic information, each participant was asked to complete a TMT-PE and demographic questionnaires, respectively. Descriptive and inferential statistical methods were used to analyze the data. The *t*-test results showed statistically no gender difference on the overall motivating potential score (MPS), $p > .05$. The one-way ANOVA results revealed that FB was found as a significant factor on gender difference among five subcategories on MPS ($p < .05$). The multiple regression results indicated that FB was a significant predictor of the MPS for both males ($p < .001$) and females ($p < .001$). However, AT ($p < .001$) and TI ($p < .01$) were also found as significant predictors of the MPS for females. Recommendations for preservice teacher education in PETE were also discussed, in terms of gender differences on motivation for teaching.

ACKNOWLEDGEMENTS

To my advisor, Dr. Hosung So, I really appreciate your guidance, support, encouragement, and motivation. I believe that the project would not have been done without your encouragement, support, and motivation to me.

I would like to thank Dr. Linda Wilkin to serve on my thesis advisor, encouragement, and review of my thesis.

I would like to thank my parents to support me entire graduate school study for three years as well. They always concerned about my life and study. They also often encouraged me to complete this project. I would not complete my thesis without their support. I love and respect them very much.

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CHAPTER ONE

INTRODUCTION

Background

For decades, researchers in education have examined how teacher motivation for teaching affects on schools, students, and themselves. Research has found out that teacher motivation in teaching plays an important role in improvement of schools, classroom effectiveness, students' academic performance, and teacher themselves.

According to Ofoegbu (2004), it is found that teacher motivation is an important factor for classroom effectiveness and school improvement. Teacher motivation is associated with teachers' desire to participate in education process, attitude to work, interest in student discipline, and particularly behavior control in classroom. Teacher motivation has factors that cause, lead, maintain, and influence teachers' behavior toward high management and academic achievement standards in schools.

Czubaj (1996) reported that teacher plays an essential role in the students' life because the students build themselves with teachings of a teacher. When teachers love their profession, students learn to like education. The

major dynamic in order for teachers to love their profession is motivation. Moreover, as teachers keep motivated and loving their profession, the students not only learn content which is taught by the teachers but they are also motivated to learn. The teachers defined motivation as dedication and missionary desire, and they affirmed their successful reaching of students both as driving motivation for maintain high level performance and as best reward for their effort.

The results from the study conducted by Atkinson (2000) found internal and external factors that influence students' motivation in an educational setting to a greater or lesser extent. Evidence has also identified the fact that the cause of maintaining, improving, or decreasing motivation was from teachers, and that their effect on students' demotivation is important and cannot be ignored. It is said that the reasons for a teachers' lack of motivation are as complicated and multi-faceted as the causes of students' demotivation. Many identified internal and external factors which are related to students' motivation are also proper in the context of teacher motivation.

There is a study conducted to examine how environments affect educators' motivation in teaching. As stated by Lindholm (1997), the proposed value of using a unified approach to examine teachers' work motivation is based on Maehr and Braskamp's (1986) hypothesis that psychological factors such as idea, perception, and emotion are intrinsically associated with people's decisions as to investment of their time, energy, and talent in work organizations.

In a study of college physical education students and professor attitudes toward their subject, ninety-two percent of the student said that other subject teachers consider physical education as easy-going, whereas sixty percent of the professors assumed that other subject teachers think it to be a waste-of-time (Lindholm, 1997). When people are put in lower-ranking roles or assigned subordinate labels, regardless of their skill or ability level, they tend to work more poorly than when there is no negative idea. Furthermore, lack of support to change teacher behavior which is linked to the apparently unattainable amount of energy needed to start changing may lead to teacher perceptions that the possibility for change is hopeless. These negative factors make it difficult for

physical educators to sustain a responsible attitude toward their teaching. They easily tend to be demotivated because of these negative factors.

Statement of the Problem

It has been proven that teacher motivation in teaching has considerable effects on schools, classroom effectiveness, students themselves, students' performance, and teacher themselves. However, in physical education teacher education research, most of researches have not been focused on teacher motivation whether at pre- or in-service levels of professional practice. Similarly, in major researches on education, most studies of motivation have been mainly focused on student motivation related to their participation and achievement in skill-learning context. This mainstream of researches leaves the area of teacher motivation and its effects. Thus, this thesis was focused on teacher motivation for teaching in physical education among pre-service teachers.

Purpose of the Study

The purpose of this study was to examine the effect of gender and academic performance on teaching motivation in teaching physical education.

Limitations of the Study

Some of the limitations of this study include external validity and internal validity of the study. There were fifty-seven participants who completed the TMT-PE questionnaire. Moreover, all participants were selected only from one university located in the Southern California. All data collected from the TMT-PE questionnaire and the demographic questionnaire were limited to the honesty and the integrity of the participants' responses to those questionnaires.

Definition of Terms

- A. TMT-PE is defined as "Teacher Motivation for Teaching in Physical Education" designed to assess teachers' relative motivation for teaching in physical education settings.
- B. SV is defined as "skill variety" that is one of the five core teaching characteristics of TMT-PE.
- C. TI is defined as "task identity" that is one of the five core teaching characteristics of TMT-PE.
- D. TS is defined as "task significant" that is one of the five core teaching characteristics of TMT-PE.

E. AT is defined as "autonomy" that is one of the five core teaching characteristics of TMT-PE.

F. FB is defined as "perceived feedback" on teaching that is one of the five core teaching characteristics of TMT-PE.

G. MPS is defined as "motivating potential score" that is reflective of the overall potential of teaching to influence the individual teachers' motivational perspective.

CHAPTER TWO

REVIEW OF THE LITERATURE

Teacher Motivation for Teaching

According to Bogar and Bogar (2000), practice is not combined with research during their field experiences by many preservice teachers, and decisions against what was taught in professional education courses and what is known about effective teaching research is made by them. The purpose of this study was to use a post-observation interview which related to items on the North Carolina Teacher Performance Appraisal Instrument (NCTPAI). Forty elementary and middle grades preservice teacher who were enrolled in a public university located in the southeast during their student teaching semester were collected for this study. Participants were asked to complete the NCTPAI to make sure the extent to which the major teaching functions on the NCTPAI had been focused on their professional education courses. A post observation, semi-structured interview following a 30-45 minute lesson taught by the preservice teachers was used. Major functions, Management of Student Behavior, Instructional Presentation, Introduction Feedback, and Facilitating Instruction,

frequently emphasized in their professional educational courses were identified by them. Two questions were asked them: (1) What was your motivation? and (2) Why did you ignore it?

As the results of this study, sixty five percent of the preservice teachers chose Management of Student Behavior inconsistent with what had been taught in formal teacher preparation courses and what was consistent with research on effective teaching. Sixty five percent of preservice teachers chose independent of what was taught in their formal teacher preparation program in Instructional Presentation. The options that preservice teachers chose instructional feedback were at variance with professional education training and research. Although eighty seven percent of preservice teachers showed Facilitating Instruction as attaining considerable exposure in their professional educational courses, utilization of this practice was exercised low. It was also found out that preservice teachers' motivation for selecting a particular choice showed a low influence of university training on the decision.

It was found out that sixty one percent of preservice teachers failed to stop inappropriate behavior immediately

without embarrassing the students. Moreover, regarding Instructional Presentation, there was overpowering evidence to support that the major students gave up effective teaching strategies which were aimed to manage instructional presentations. Furthermore, as to Facilitating Instruction and Instructional Feedback, there were several limitations to generalize the result of the study. It is important to indicate that NCTPAI does not show all of the aspects of teaching that go on in a classroom, and it is difficult to decide the extent to which the preservice teachers had been exposed to the major functions and practices on the NCTPAI in the professional education courses. It is needed to be a stronger collaboration between the local schools and the university with respect to helping preservice teachers reflect more on their field experience, and it is also needed that universities include a strong cognitive component with all teacher preparation program as well as provide for them to see a variety of teachers and undergo a variety of teaching styles.

There is a study conducted by McClendon (1996). The purposes of the study were to: (1) estimate the factor stability of the Motivated Strategies for Learning

Questionnaire (MSLQ) instrument which consists of forty motivation items and sixty five cognitive items across genders, (2) estimate the item factor construct validity of the instrument, and (3) determine which MSLQ scales were better for prediction of course grade for teacher education students. The MSLQ motivation scales show student's value components for a course especially with regard to whether one has an intrinsic or extrinsic goal orientation, the task value, the expectancy components of control beliefs, perceived competence, self-efficacy for success. A thousand and a hundred and eighty five undergraduate students (853 females and 332 males) who were teacher education major and were enrolled in an educational psychology course at a Northeastern Ohio open admission university were collected for this study. Factor analysis, Kaiser factor matching, analysis of covariance, and a multiple regression analysis technique were used to analyzing data gathered from the subjects.

Analysis of descriptive statistics showed only slight differences on MSLQ subscales between males and females. An eight-factor solution interpreted as: (a) self-efficacy, (b) task value, (c) task anxiety, (d) internal goal orientation, (e) perceived competence, (f) extrinsic goal

orientation, (g) external beliefs about success and failure, and (h) internal beliefs about success and failure was found by a factor analysis of the items for the motivation scales. Six factors for males and six factors for females were yielded by a factor analysis of the MSLQ. In order to determine factor stability which was identified two factors as highly similar for males and females and four dissimilar factors, a Kaiser factor matching technique was used. It was found out that variables of the MSLQ explained approximately eighteen percent of the variance in predicting grade in the course by results of the analysis of covariance. Strong indications that they are not necessarily stable were found by the Kaiser factor matching. A more important indication that males and females may have different factor structures for such constructs as task value, self-efficacy, and test anxiety was also found. The complexity of student motivation was attained by the MSLQ, and the MSLQ has good constructs validity in this area. However, the cognitive subscales of the MSLQ were not confirmed by this study. In conclusion, construct validity for the cognitive scale and the resource management is not nearly as strong as construct validity for the Motivation scale. As to purpose (c), task value

interest (motivation scale) was the best single predictor of student grade in the course.

There is a study conducted by Kellenberger (1996), and the main purpose of this study was to examine the relationship between preservice teachers' own achievement and value related motivational beliefs about computers and their perceived computer self-efficacy in influencing and helping students in the field of computers as future teachers. There were two important aspects for this study. First, motivational models in general imply a temporal relationship between explanatory components and future actions. Second, the two explanatory components examined in this study associate with preservice teachers' own achievement and value of computers. The purpose of motivational theory is to demonstrate future behavior. There are three general cases: (1) intrinsic theories, (2) personality theories, and (3) expectancy value theories. Two hundreds and twenty two primary/junior preservice teachers (29% males, 71% females) who were enrolled in a college of education at a university in southeastern Canada and ranged in age from twenty one to forty five years. They were asked to take a general computer methodology course plus nine weeks of practice teaching. A

questionnaire which was developed by the researcher was used to gather data. The questionnaire included two sections with all items measured on five-point Likert-type-scale. Regarding first section, motivational beliefs, preservice teachers were asked to show their perceptions of their success in past computer experience in the first item. The remaining six items were operationalized by a framework based on Keller's relevancy component. As to second section, perceived self-efficacy, they were asked to show their ability as future teachers to influence students' effort, interest, and achievement of computer in the first three items. They were asked to show their ability to help a student who was having difficulty with computers in the fourth item, and also asked to show their ability to offer a challenge to a student knowledgeable about computer in the fifth item. Moreover, they were asked to show their confidence about using computer with their classes on a regular basis in the sixth item as well. Multivariate analysis of variance (MANOVA) was used for a main statistical procedure.

It was found that only about eight percent of the preservice teachers believed that their computer experience were unsuccessful, and they also believed that computer

were particularly valuable for their children, future students, and society. Both value for spouse and any interaction effects were not significant. However, own value significantly affected all variable at the one percent level. Perceived past success group indicated that they could influence students' interest more than either students' effort or achievement. In addition, groups demonstrated their lowest level of perceived self-efficacy for the perceived ability to offer a challenge to a student knowledgeable about computers. Moreover, it was found out that the average range of group perceived self-efficacy mean scores was larger for the own-value group than for perceived past success groups.

There were two reasons for contribution of this course structure to the generally favorable perceived past success of preservice teachers' computer experiences. First, preservice teachers facing a problem should have had their needs addressed quickly, by that means, they could minimize their time they may have felt frustrated. Second, preservice teachers may have been less likely to experience a series of unsuccessful experiences that they tried to solve a particular problem since there was the easy access to individuals who could help them. It was suggested that

in particular perceived past success, achievement related beliefs may not affect perceived self-efficacy as widely as own value. It was found out that own value was significantly associated with all six perceived self-efficacy variables. From a pedagogical aspect, computer programs may help to address lower level objective, but computer courses may make sure that preservice teachers recognize that they may not directly address higher level objectives such as skills involving the interpretation, application, analysis, synthetic, and evaluation of information. Furthermore, a student may know about computer well. However, preservice teachers should recognize that they may not know how to usefully apply computer to improve his or her learning.

As to teacher motivation in teaching physical education, according to Lindholm (1997), the purpose of this study was to analyze motivational characteristics of secondary school physical education teachers. Seventy three secondary school teachers who ranged in age from twenty three to forty six or more years were participated in this study. SPECTRUM is a two-hundred-item questionnaire which was developed based on personal investment theory and divided into three sections. A

series of ANOVAs, which is along with Tukey HSD post hoc multiple comparison test were conducted to determine within group differences in self and work perceptions. Then, z tests with an alpha level of .05 were calculated.

In a result of physical educator and adult normative sample comparison, as to self perception differences, physical educators indicated a significantly higher overall mean affiliation than did the adult normative sample. It was found out that total statement responses in the accomplishment category were significantly lower for physical educators than for the adult normative sample. Furthermore, as to work perception differences, physical educators reported significantly lower perceptions of job opportunities for recognition and power. There was no significant difference in perceptions of job opportunities for accomplishment or affiliation.

The only statistically significant difference between the two groups was in organizational commitment. Physical educators indicated significantly lower levels of commitment than did the adult normative sample. The researchers must begin to examine the perceptions of meaning that physical educators at the secondary school associate with teaching physical education in order to

initiate changes in physical educator behavior and ultimately to reshape societal estimations of discipline curricular significance.

CHAPTER THREE

METHODOLOGY

Participants and Settings

A total of 57 undergraduate students matriculating through a physical education pedagogy concentration program and enrolled in junior through senior level coursework in the Physical Education Teacher Education program in a comprehensive university in the Southern California participated in this study. All participants were randomly selected. 24 four males (42.1%) and 33 females (57.9%) participated in this study. A mean age of the participants was 26.52 (SD = \pm 7.99) years old. An American Indian/Alaskan Native (1.8%), an Asian/Pacific Islander (1.8%), eight American Africans/non-Hispanics (14.3%), twenty-seven Hispanics (48.2%), and nineteen whites/non-Hispanics (33.9%) were included in this study, and their native language was English (80.7%), Spanish (15.8%), or Other (1.8%). These participants' GPA Ranged through 2.25 to 4.00 (M = 3.12, SD = \pm .43).

Instruments

Teacher Motivation for Teaching Questionnaire (TMT-PE)

The TMT-PE was developed and designed to assess teachers' relative motivation for teaching in physical education settings by So (2002). The TMT-PE consists of ten items designed to measure five core teaching characteristics of (a) skill variety (SV; items 1 and 6), (b) task identity (TI; items 2 and 9), (c) task significance (TS; items 3 and 8), (d) autonomy (AT; items 4 and 7), (e) perceived feedback on teaching (FB; items 4 and 7). Each of these core dimensions is measured by two items of 7-point Likert-type response scales that are used through out the instrument (1 = very inaccurate to 7 = very accurate).

Demographic Questionnaire

A demographic questionnaire was open-ended and administered to all participants in this study to collect age, gender, year in school, GPA, ethnicity, native language, teaching sector interested in, yes or no to interest of teaching, and teaching level interested in.

Procedures and Data Collection

Participants in this study were asked to complete the TMT-PE and the demographic questionnaire in two different classes. An investigator for this study administered these instruments and provided instructions that their participation would be voluntary. The participants would feel free to decline, the participants would not need to write their name, all responses would be held in complete confidence, and there would be no impact or effect on their grade for this class. It was repeatedly emphasized that each participant should carefully read each item before responding to each question and that they should carefully think about how well each item demonstrate their teaching motivation. All requirements for human subject experimental approval were met.

Data Analysis

Demographic data for all participants in this study were descriptively charted regarding gender, age, and GPA. Means and standard deviations were charted to more completely describe the demographics (See Table 1). The five core motivation characteristics are designed to be combined into a single index of a motivating potential

score (MPS) that is reflective of the overall potential of teaching to influence the individual teacher's motivational perspective. The specific formula for a MPS is average of skill variety, task identity, and task significance multiplied by autonomy and multiplied by perceived feedback on teaching from the job again. Motivating Potential Score (MPS) = $[(\text{Skill Variety} + \text{Task Identity} + \text{Task Significance}) / 3] \times (\text{Autonomy}) \times (\text{Feedback})$. Descriptive statistics were used to describe the characteristics of participants' motivation for teaching by calculating the means and standard deviations of each item on TMT-PE questionnaire data. The participants of each five subcategories and MPS scores were descriptively charted in Table 1, and means and standard deviations also descriptively charted in Table 1.

A t-test was used to compare gender differences on the MPS between males and females. Moreover, it was found out any gender differences on five subcategories of MPS and GPA by applying one-way analyses of variance (ANOVA). Furthermore, a multiple regressions on the MPS for both males and females were separately analyzed to find out predictable variables for the MPS.

CHAPTER FOUR

RESULTS

Demographic and the Teacher Motivation for Teaching in Physical Education Data

Table 1 shows Means and Standard Deviations of age, GPA, MPS, and five subcategories (i.e., SV, TI, TS, AT, and FB) of the MPS. Females showed a higher mean than males on GPA.

Due to the sample size to analyze mean differences on dependent variables between males and females, Levene's test for equality of variances was applied for examination whether there was equality of variance on means of the MPS between males and females. If Levene's test for equality of variance shows $p < .05$, there is no equality of variance. The results of Levene's test for equality of variance indicated that Levene's test for equality of variance was $\geq .05$ for the MPS (See Table 2).

There was no statistically significant mean difference on age between genders [$t(55) = -1.35, p > .05$]. However, there was a statistically significant mean difference on GPA between male and female [$t(55) = -3.63, p < .001$].

Table 1. Mean and Standard Deviation of Demographic Data for Males and Females

	Males		Females		<i>t</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	
Age	27.7	8.22	25.73	7.90	.79
GPA	2.90	.39	3.30	.38	-3.64***
MPS	189.20	100.86	221.70	81.00	-1.35
SV	6.06	1.30	6.36	.99	-.99
TI	5.31	1.53	5.64	1.23	-.88
TS	5.96	1.44	6.53	.96	-1.79
AT	5.71	1.35	5.71	1.24	-.01
FB	5.06	1.72	6.00	1.17	-2.45**

** $p < .01$, *** $P < .001$

Table 2. *Levene's Test for Equality of Variances*

	<i>F</i>	<i>p</i>
MPS	1.20	.28

Gender Differences on the Teacher Motivation For Teaching in Physical Education Subcategories

One-way analysis of variance (ANOVA) was applied to examine any gender difference on five core characteristics of the MPS, such as skill variety, task identity, task significance, autonomy, and feedback. Table 2 illustrates means and standard deviations of the five core categories for the MPS. The results of a 2 X 5 ANOVA were illustrated in Table 3. As a result, perceived feedback was only found as a significant variable that indicated gender difference among five subcategories of the MPS, $F(1,55) = 6.02$, $p < .05$.

Predictors for the Teacher Motivation for Teaching in Physical Education

Multiple regression analyses for males and females were separately conducted to examine which subcategories of the TMT-PE were significant predictors for the MPS. Using the enter method, all five predictors were entered. All five core subcategories as predictors of the MPS for both

males and females were separately demonstrated.

Consequently, as illustrated in Tables 4 and 5, perceived feedback on teaching was a statistically significant predictor of the MPS for males and females. On the other hand, autonomy, task identity, and perceived autonomy were found as significant factors for the MPS among females.

Table 3. ANOVA Results for Subcategories of Motivating Potential Score

		<i>df</i>	<i>SS</i>	<i>F</i>
SV	Between	1	1.25	.98
	Within	55	70.79	
	Total	56	72.05	
TI	Between	1	1.46	.78
	Within	55	103.04	
	Total	56	104.50	
TS	Between	1	4.55	3.23
	Within	55	77.43	
	Total	56	81.97	
AT	Between	1	.00	.00
	Within	55	90.97	
	Total	56	90.97	
FB	Between	1	12.21	6.02*
	Within	55	111.66	
	Total	56	123.87	

* $p < .05$

Table 4. *Multiple Regression on Motivating Potential Score for Males*

	<i>B</i>	<i>Standard Error</i>	β
SV	-18.53	10.38	-.24
TI	14.39	7.56	.22
TS	18.59	9.87	.27
AT	1.61	11.76	-.02
FB	44.29	7.50	.76*

* $p < .05$

Table 5. *Multiple Regression on Motivating Potential Score for Females*

	<i>B</i>	<i>Standard Error</i>	β
SV	1.04	5.88	.01
TI	13.38	4.24	.20**
TS	-14.00	7.00	-.17
AT	41.19	3.29	.63***
FB	33.04	4.34	.48***

** $p < .01$, *** $p < .001$

CHAPTER FIVE

CONCLUSION AND DISCUSSION

Conclusion and Discussion of the Study

In physical education teacher education research, the main focus of motivation research has been primarily on student learning and achievement. In addition, motivational factors for teaching have been examined in-service teachers in physical education. The purpose of this thesis was, therefore to examine the effect of gender on teacher motivation for teaching in physical education teacher education (PETE).

The findings from this study demonstrated the importance of gender as a significant variable that should be carefully considered in physical education teacher education programs. For instance, both male and female preservice teachers tend to be motivated for teaching by perceived feedback from other teachers, principals, and supervisors. However, as the mean difference found on a t-test showed, female preservice teachers were more likely motivated by perceived feedback than males.

In addition, TI and AT were also found as predictable variables for potential motivation for teaching in physical

education among female preservice teachers, which implies that female preservice teachers perceive TI and AT more important variables for teaching motivation than males. Though additional research with large and diverse teacher populations is warranted before making strong correlational claims, this finding lends support to the view of Tannenhill, Romar, O'Sullivan, England, and Rosenberg (1994) that a teacher's gender may be important demographic factor in relation to a teacher's ability to teach and keep motivational level for teaching in particular situations. This finding leaves future researchers with impetus for thoroughgoing research and development for preservice teacher education methods and intervention for teaching practices for different genders.

APPENDIX A
LETTER OF APPROVAL FROM INSTITUTIONAL
REVIEW BOARD



**CALIFORNIA STATE UNIVERSITY
SAN BERNARDINO**

5500 University Parkway, San Bernardino, CA 92407-2397

**Institutional Review Board (IRB)
California State University, San Bernardino
Ph: (909) 880-5027 Fax: (909) 880-7028**

June 29, 2005

Mr. Kentaro Kajiyama
c/o: Professor Hosung Ho
Department of Kinesiology
California State University
5500 University Parkway
San Bernardino, California 92407

**CSUSB
INSTITUTIONAL
REVIEW BOARD**
Exempt Review
IRB# 04095
Status
APPROVED

Dear Mr. Kajiyama:

Your application to use human subjects, titled, "The Effects of Gender and Academic Achievement on Preservice Teachers' Motivation on Teaching Physical Education" has been reviewed and approved by the Chair of the Institutional Review Board (IRB) of California State University, San Bernardino and concurs that your application meets the requirements for exemption from IRB review Federal requirements under 45 CFR 46. As the researcher under the exempt category you do not have to follow the requirements under 45 CFR 46 which requires annual renewal, and documentation of written informed consent are not required for exempt research.

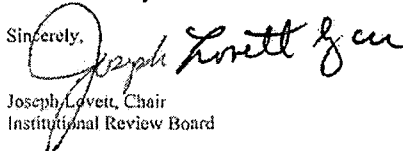
Although exempt from federal regulatory requirements under 45 CFR 46 the CSUSB Federal Wide Assurance does commit all research conducted by members of CSUSB to adhere to the Belmont Commission's ethical principles of respect, beneficence and justice. You must, therefore, still assure that a process of informing consent takes place, that the benefits of doing the research outweigh the risks, that risks are minimized, and that the burden, risks, and benefits of your research have been justly distributed.

You are required to notify the IRB if any substantive changes are made in your research prospectus/protocol, if any adverse events are experienced by subjects during your research, and when your project has ended. Failure to notify the IRB of the above may result in disciplinary action. You are required to keep copies of the informed consent forms and data for at least three years.

If you have any questions regarding the IRB decision, please contact Michael Gillespie, IRB Secretary. Mr. Gillespie can be reached by phone at (909) 880-5027, by fax at (909) 880-7028, or by email at mgillesp@csusb.edu. Please include your application identification number (above) in all correspondence.

Best of luck with your research.

Sincerely,


Joseph Lovett, Chair
Institutional Review Board

JL/mg

cc: Professor Hosung Ho, Department of Kinesiology

The California State University
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APPENDIX B

TEACHER MOTIVATION FOR TEACHING IN

PHYSICAL EDUCATION

TEACHER MOTIVATION FOR TEACHING IN PHYSICAL EDUCATION (TMT-PE)

Direction: Read each statement, you are to indicate whether each statement is an accurate or an inaccurate description of your teaching. Please remember that there are no right or wrong answers. Please **circle** the number that best describes how you feel about each statement. Please try to be as objective as you can in deciding how accurately each statement describe your teaching, regardless of whether you like or dislike your teaching. Be sure to choose only **one answer for each item**. All your responses are strictly confidential.

How accurate is the statement in describing your teaching?

1	2	3	4	5	6	7
Very Inaccurate	Mostly Inaccurate	Slightly Inaccurate	Uncertain Accurate	Slightly Accurate	Mostly Accurate	Very Accurate

ITEM

STATEMENT

HOW ACCURATE?

- | | | | | | | | | |
|-----|--|---|---|---|---|---|---|---|
| 1. | As a preservice teacher, my teaching requires a variety of different activities, sports, and teaching strategies in physical education classes. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. | As a preservice teacher, I have the chance to do an entire piece of teaching/units of instruction from beginning to end. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. | The results of my teaching have a significant effect on student performance and learning. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. | My teaching gives me the opportunity to use my personal initiative or judgment in carrying out the teaching. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. | I receive direct and clear information about the effectiveness of my teaching performance from either colleagues or supervisors. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6. | My teaching requires the use of a number of different skills and talents. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 7. | As a preservice teacher, my teaching is informed by my own decisions and I have the freedom to plan according to what I feel to be most important to my lessons. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8. | My teaching is very significant or important in impacting student life. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 9. | My teaching provides me the chance to completely finish the units of teaching I begin. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 10. | My supervisors and colleagues provide regular constructive feedback on the relative effectiveness of my teaching practices and how well they think I am performing the teaching. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

APPENDIX C

DEMOGRAPHIC QUESTIONNAIRE

Demographic and Experiential Questionnaire

Please respond to EVERY question. DO NOT put your name on this form.

Thank you in advance for your time and cooperation.

1. Gender (mark one): Female_____ Male_____ 2. Age (year):_____

3. Your Year in school (circle one):

Freshman Sophomore Junior Senior

4. My current GPA (2.75):_____

5. My Ethnicity (mark one only):

_____ American Indian or Alaskan Native

_____ Asian or Pacific Islander

_____ African-American (Non Hispanic)

_____ Hispanic

_____ White (Non Hispanic)

6. My native/primary language (check one or specify):

_____ English _____ Spanish _____ French

_____ Other:_____

7. I am interested in? :

_____ Publish Sector _____ Private Sector

_____ Special School Sector _____ None

8. I am interested in teaching? :_____ YES _____ NO

If yes, please answer the following question.

_____ Kindergarten _____ Grade 1 - 4 _____ Grade 5 - 8

_____ Grade 9 - 12 _____ Multi grade levels

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